

DETAILED LESSON PLAN OUTLINE

PROGRAMME: TRAINING FOR INSTRUCTORS

UNIT: GROUP EXERCISE MEETINGS

SUGGESTED TIME: 1 HOUR


TRAINING AIDS NEEDED: OVERHEAD PROJECTOR, FLIPCHARTS, TRANSPARENCIES, WORKBOOKS.





PURPOSE: To give the final exercise groups the tools to work together in a group.




OBJECTIVES: Upon completion of this lesson, the participants will be able to:



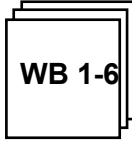
- State the importance of consensus in instructor group decisions.
- Describe the coordination necessary when conducting training with more than one instructor.
- Describe a process for conducting instructor group meetings.

A/V AIDS	OUTLINE	NOTES
<div>TR GM-1</div> <div>TR GM-2</div> <div>RM 39</div> <div>TR GM-3</div> <div>TR GM-4</div>	<p>1. Introduction</p> <p>1.1 Introduce self and assistant</p> <p>1.2 Unit purpose and Objectives</p> <p>1.3 Discuss the relevance of the lesson to the participants.</p> <ul style="list-style-type: none"> • Most training is done with several instructors. • The quality of the training is directly related. <p style="text-align: center;">REFER TO THE SECOND PERFORMANCE OBJECTIVE</p> <p>2. Consensus Decisions.</p> <p>2.1 Definition of Consensus</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Everyone has been heard. Everyone agrees, and is willing to support the decision.</p> </div> <p>2.2 Discuss the value of Consensus decisions.</p> <ul style="list-style-type: none"> • The support of all of the instructors is needed. • We are likely to support a decision with which we agree. • We are likely to agree to a decision we participated in making. <p>2.3 Alternatives to consensus</p> <p>Majority vote-results in someone being a loser.</p> <p>Leader decisions are-"not my decision"</p>	

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	<p>3. Instructor Coordination</p> <p>3.1 Discuss the need for coordination</p> <ul style="list-style-type: none"> • Multiple instructor training is complicated • The success of a training program is directly related to how well the presentations are coordinated. • Confusion among instructors causes confusion for the participants. <p>3.2 What needs to be coordinated.</p> <ul style="list-style-type: none"> • The first priority is the objectives. Lesson and unit objectives must support the course objectives. • These objectives must be in the proper sequence. Remember sequencing from the unit on planning a lesson? • The content must flow logically. Coordination works to eliminate duplication and omissions. Again sequencing is important. • The agenda must be developed with realistic times. Lesson plans determine how much time is needed. Then the instructors must follow the plan. This all needs to be coordinated to work. • Staging a course is like presenting a play. There needs to be a plan for who will be doing what, where, and when. Classroom and participant logistics, A/V equipment, arrangements, exercises, etc. • All supporting materials-work books, handouts, visual aids and supplies -must be co-ordinated. <p>3.3 How much coordination?</p> <p>The amount of coordination necessary depends on the course. A course like the TFI course with lots of exercises, equipment, support materials and multiple instructors requires a lot of coordination. A course with mostly interactive lectures is less complicated and probably requires less coordination. The quality of the course materials will also affect the need for coordination.</p>	

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<div data-bbox="252 427 384 568">  </div> <div data-bbox="236 913 379 1025">  </div> <div data-bbox="229 1032 363 1173">  </div> <div data-bbox="229 1205 379 1361">  </div>	<p>4. Coordination process</p> <p>4.1 Course coordinator role</p> <p>The course coordinator role will vary depending on the course. One person may coordinate both the logistics and the instructors or as in the case of the TFI course, a logistics coordinator is used and a lead instructor acts as the instructor coordinator. Some courses and workshops may have an overall course coordinator in addition to a logistics coordinator, an instructor coordinator and maybe a transportation coordinator or others.</p> <p>Instructor coordinators must balance the need to coordinate instruction with maintaining freedom for the instructors to teach. The rule is to <u>facilitate</u> coordination.</p> <p>4.2 Group memory</p> <p>One of the most useful tools for successful meetings is the group memory. Using flip charts on the wall and coloured pens to record the meeting has many benefits:</p> <ul style="list-style-type: none"> - the group stays focused. - everyone knows what has been said. - repetition and restatements are reduced. - it is easier to organize ideas. - agreements are reached and remembered. <p>Organizing your flip charts helps to organize the group. Pre-make an agenda, desired outcomes, ground rules and issues to be discussed. Have separate flip charts to record:</p> <ul style="list-style-type: none"> - chronological notes. - decisions. - an action plan. - a file for items to be discussed later. <p>4.3 Desired outcomes-ground rules</p> <p>As with all activities, if you don't know where you are going, you won't know how to get there, and you won't know when you have arrived. Develop desired outcomes for every meeting. Get group agreement on them before proceeding. Establish ground rules on how you will proceed-then enforce them. This helps keep a group on track and avoids lots of conflicts.</p>	

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<div data-bbox="197 651 331 790">  </div> <div data-bbox="183 804 355 960">  </div> <div data-bbox="205 1408 339 1547">  </div>	<p data-bbox="459 376 644 405">4.4 Agreements</p> <p data-bbox="497 412 1190 611">Successful meetings are a series of small agreements that result in final consensus on the desired outcomes. A good rule is do not proceed unless you have agreement. You will end up returning to the point where you lacked agreement. Record your agreements on the group memory so that you can refer back to them.</p> <p data-bbox="475 651 651 680">4.5 Some tools</p> <ul data-bbox="497 687 1214 1373" style="list-style-type: none"> • Brainstorming - A method for generating ideas. Some rules are, no evaluation during brainstorming, and any idea is OK. • Sort by...Once you have created a list of ideas, it may be useful to sort them in some way-categories, types, etc. • Rank Order - A technique for putting ideas in order of importance to the group. The total number of ideas is divided by 3. Group members then vote for that number of ideas according to their personal preference. • Word clarification - Frequently there are words that need to be defined before groups can proceed. Agreeing on definitions can be very important. • Buildup and eliminate - A commonly used tool to combine and reduce ideas into statements that all will support. Taking the best parts of 2 or more ideas can result in agreement. <p data-bbox="475 1413 791 1442">4.6 Facilitative Behaviours</p> <p data-bbox="497 1449 1195 1512">Things you can say or do at the beginning or during a meeting to help a meeting to be successful.</p> <ul data-bbox="497 1552 1206 1861" style="list-style-type: none"> • Active listening...Use Boomerang, Parroting or repetition and Paraphrasing. <ul data-bbox="520 1621 1206 1861" style="list-style-type: none"> - Boomerang - Repeat the question to the questioner for more input. - Parroting/echoing - Repeat back a statement exactly as stated. This forces the speaker to hear his or her own words. - Paraphrasing - Stating in your own words what you think you heard said by someone. 	<p data-bbox="1241 667 1378 719">Demonstrate tools.</p>

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	<ul style="list-style-type: none"> • Listen as an ally. Listen to understand not rebut....Listening for comprehension is a powerful facilitative behaviour. • Ask open-ended questions... Asking yes or no questions forces people to take a stand. • Be positive - encourage participation...Participation means involvement which will result in better decisions. • Focus on the desired outcomes...This helps keep a group on track and moving toward consensus decisions and solutions. • Don't be defensive...Avoid arguments by not arguing back. Do not take comments person ally. • Accept and legitimize...Acknowledge others points by accepting and legitimizing the ideas. Use active listening techniques and record on the group memory. 	
	<p>5. Review key points</p> <ol style="list-style-type: none"> 1. Training using more than 1 instructor must be a coordinated effort. 2. This is not competition between instructors. The participants will lose. 3. A group process is needed for meetings. 4. Decisions need to be consensus decisions. 	
	<p>6. Group work assignment</p> <p>Give the work group assignments - names and rooms Project details - subject, requirements. Assistance available - instructors, visual aids, materials Evaluation procedure- WB 1-6 Time schedule</p>	